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ABSTRACT

Part I of this report presents descriptive and statistical information on discriminatory practices toward women at Fullerton State College in California in terms of numbers and percentages of women and men by academic level, from the freshmen year in college to full professorship, during the Fall semester of 1968; numbers of women and men faculty, and tenured faculty by department; and the absence of special programs and services for women. Part II presents an affirmative action program for Fullerton College, including the abolition of (1) unwritten quotas, (2) the nepotism rule, and (3) the no-inbred-hiring rule; an increase in part-time appointments; ending discrimination in tenure, promotion, and hiring; and solving problems in other areas, such as admission to graduate school, stereotyped counseling of women students, perpetuation of stereotypes through curricula and textbooks, and establishment of day-care centers, and of medical programs to meet women's medical needs. (AF)

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NOW

National Organization for Women
North Orange County Chapter
P.O. Box 4035
Fullerton, Calif. 92634

June 29, 1970

Chancellor Glenn S. Dumke
5670 Wilshire Boulevard
Los Angeles, California 90036

Dear Chancellor Dumke:

In response to your request on April 30 that we investigate and make recommendations concerning the status of women on the campus at Fullerton, we submit the attached report.

An in-depth study has not been made as neither the time nor the information was available to us. However, we hope you will find this report helpful in instituting needed reforms at colleges under your jurisdiction. If we can be of further service to you, please contact us.

Very truly yours,

Virginia Bratfisch

Virginia Bratfisch, President

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PART I: An Analysis of the Status of Women at the California State College at Fullerton.

It i. no longer thought in 1970 that education will injure a female's delicate child-bearing apparatus, nor that forcing her smaller brains in puberty will use up the blood needed for menstruation, leading to anemia and morbidity. Yet the sad fact is that in 1970 women are still not afforded equal status with men on the California State College or University campuses, neither in academic employment nor in educational opportunity. This state of affairs does not necessarily mean that there is a despicable plot on the part of academic men to deprive their women colleagues of equal status or their women students of equal education; rather, it attests to the low esteem in which our culture holds women - an attitude arising from the immemorial set of our society toward the traditional roles of the sexes. Such attitudes are difficult to change since anti-feminism is a cultural iceberg: for every one-tenth which is overt, or showing, the other nine-tenths are covert - submerged in a largely unquestioned tradition of women as inferiors. Cultural inertia being what it is, covert attitudes are especially liable to perpetuating themselves unless vigorously challenged. Finally, after a tacit moratorium of fifty years, women have begun to contest their second class

status, and will continue to do so until, hopefully, their goals of legal, economic, political and social equality are won, and until both men and women can meet equally on the grounds of their shared humanity.

This covert discrimination reveals itself most strikingly in such places as statistics on education and employment, arthritic laws, stereotypes of folklore (shrewish wife or dumb blonde jokes), or a propensity to treat the genuine anger of women as a source of cheap humor about lesbians or sexual starvation. This report will use statistics which we think will show that the State College at Fullerton is guilty of discriminatory practices towards women. The information has been taken from the College Catalog: '69-70, from the Student Personnel Services Annual Report, 1968-1969, and from interviews with administrative staff members. This is not an in-depth study, but rather one which can establish the need for action and perhaps for further studies.

It is a sad fact that, while this college has made genuine efforts on behalf of the other minority groups with its New Educational Horizons Program and its Ethnic Studies courses, it is no freer of the traditional attitudes toward women than any other group in our society. That the discrimination is largely covert and reflects general social patterns does not, however, exonerate this college from

allowing it to exist either intentionally or as the result of sheer apathy. In fact, the college's educational responsibility requires it to be particularly sensitive to such attitudes. In its capacity as a test lab for ideas, this college must maintain a ceaseless program of self-evaluation, for if it does not it risks depriving its students of choice by passing on such attitudes unquestioned.

Table 1 shows the numbers and percentages of women and men by academic level during the Fall semester of 1968. While women start out as 52% of the Freshman class they end up as 10% of the Full Professors. This is even more discouraging when it is noted that the percentage of advanced degrees earned nationally by women has been going down (from 13% in 1940 to 11.8% in 1965) and the percentage of women among professional, administrative, instructional, and research personnel in higher education institutions has also been going down (from 27.6% in 1940 to 22.2% in 1963). This means that women who are now 30 years old are hired and promoted to Full Professors on an even more inequitable ratio than previously. That women are losing ground is obvious. This creates a lack of what sociologists refer to as "visible life models," or "role models." Women at the Fullerton College do not see enough successful women, or even women treated as equals by their male colleagues any more than black students do.

Women represent only 19% of the total faculty although they are 38% of the graduate students. In none of the four Schools does the number of women even equal the number of men, either among teachers or graduate students. Of the 28 departments for which we list separate figures in Table 2, 8 have no women faculty, 5 have a token of one woman, 16 no tenured women. None show more women than men, and only one, the Department of English, shows an equal number of women and men. This Department of English, however, also shows 124 Graduate degrees granted to women and only 79 to men which means, in the language of the Office of Federal Contract Compliance of the Department of Labor (OFCC), that women majoring in English are being "underutilized," or less "adequately represented" than would be "expected by their availability." The OFCC defines "availability" by a number of factors, including: 1) the minority population of the labor area, 2) the general availability of skilled minorities, 3) availability of promotable minority employees.

It is interesting to discover that the social sciences, which include those disciplines we would suppose to be professionally concerned with social change and minority problems, reveal a lower percentage (83% or 38 men to 17% or 8 women) of faculty women - the minority most represented in their own ranks - than the College as a whole (81% men to 19% women). The Sociology Department itself is lower in percentage

faculty representation of women (87% men to 12% women) than the College as a whole.

This points up a highly suggestive pattern. In department after department, the percentages of women graduate students are higher than the percentages of women faculty. Of the 8 departments with no women faculty, all teach classes which include women students. What this suggests is that in department after department, overwhelmingly male faculties are earning their livings out of what has been referred to, perhaps unkindly, as the "pimping system," that is, by training women into professions into which they are unwilling to hire women as colleagues and equals. This strongly indicates "underutilization" - women, professionally trained, are "available" in the work pool, but are not being hired. For this reason, we believe that one solution consistent with OFCC requirements would be for those departments which exhibit such discriminatory patterns to start hiring their own women graduates.

A Special Report on Women and Graduate Study has been made by the U.S. Department of Health, Education and Welfare and has been added to this report since it deals with a problem that our researchers were most interested in, but the College records are not presently kept so that the information was available to us. We are concerned with why women drop out of school and why they do not decide to attend

graduate school. Dr. Buck in the counselling office could not help us. The question had never occurred to him. Do they need child care centers? Do they need a subsidy and is a fair share of scholarchips available to them? How many are pregnant with unwanted children? Do they leave because they are having a wanted child and is their place in the College saved for them as it is for men who are drafted? Are the correct courses offered in the evening for a student to matriculate? Is a part-time study program economically feasible?

Table 3 attempts to answer some of these questions on a national basis, however the problem of unwanted pregnancies is not dealt with. The Health Center at California State College at Fullerton has stopped giving any appointments for birth control counselling and the sale of contraceptives at a low price to women students, giving as the reason that Center would be "swamped" if this service to women was continued. The reason for stopping the service seems to state that there is an obvious need.

The researchers found an apathy and a lack of awareness of women's special problems at the Health Center, the Placement Office, and the Student Testing and Counselling Office Although the men in charge of policy-making for these departments were very polite they seemed to take no responsibility for their lack of initiative in this area. It was pointed

out to Dr. Wickett at the Health Center that perhaps the two and one-half hours per woman he felt necessary to give birth control information was high since doctors in private practice did not spend that much time and that he had a unique opportunity to educate on a group basis. He admitted that more could be done than he was doing, but he gave the impression that the problem was really someone else's responsibility.

It is necessary that action programs be instituted at once using the information now available in studies done by the Federal government departments and specific studies of various colleges and universities which are now available. If it is determined that more information is needed regarding discrimination practiced at Fullerton, records should be kept in such a manner that numbers of men and women can be easily determined. This could be especially true of those records dealing with admission proceedures and counselling.

TABLE I
NUMBERS AND PERCENTAGES OF WOMEN AND MEN BY ACADEMIC LEVEL FALL 1968

	WOMEN	MEN
FRESHMEN	52%	48%
	988	909
SOPHOMORES	48%	52%
	486	526
JUNIORS	37%	63%
	1221	2028
SENIORS	40%	60%
	800	1269
GRADUATE STUDENTS	38%	62%
	945	1560
INSTRUCTORS	42%	58%
	8	11
LECTURERS	26%	74%
	11	31
ASSISTANT	17%	83%
	28	136
ASSOCIATE	25%	75%
	27	83
FULL	10%	90%
	10	90

TABLE 2

NUMBERS OF WOMEN AND MEN FACULTY AND TENURED FACULTY

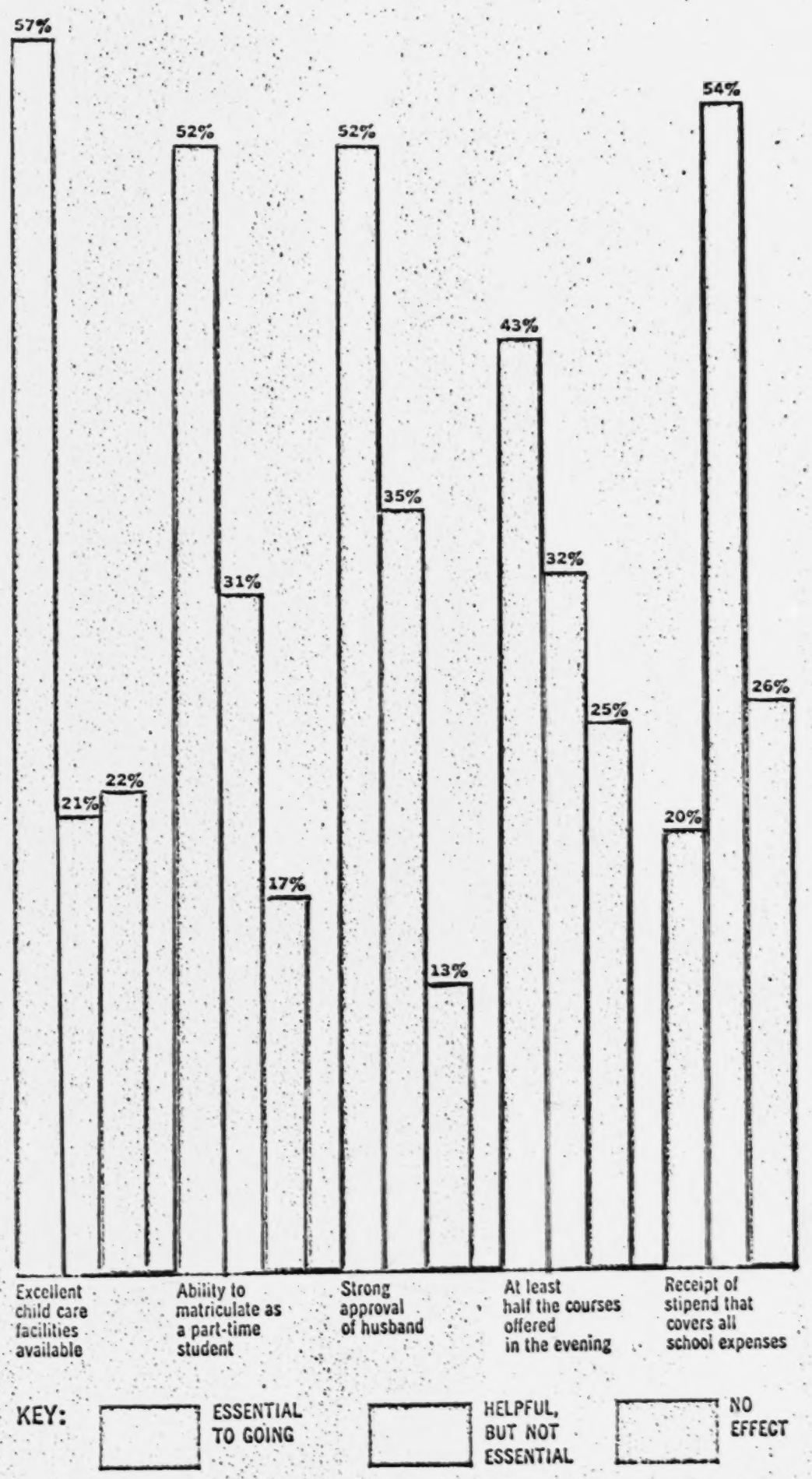
	FULL		ASSOC.		ASST.		INSTRUC.		LECTURES		TOTAL		TENURED		1959-1969 GRAD. DEGREES ISSUED	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
SCHOOL OF ARTS, LETTERS AND SCIENCE																
ANTHROPOLOGY	1		1		4				2		8		1			
ART	5	1	2		8		1		2		18	1	8	1	21	17
- BIOLOGY	6		4	1	4				1		15	1	6		15	11
- CHEMISTRY	2		5	1	5	1					12	2	3	1		
COMMUNICATION	1		2		2		1		1		7		4		1	
DRAMA	1		3		5	2	1		1		11	2	3		3	
- ENGLISH	8	2	5	7	9	4	1	5		5	23	23	10	4	79	124
FOREIGN LANG	2		3	2	5		1	1		4	11	7	6	1	10	16
GEOGRAPHY	1		2	1	2		1				6	1	3	1		
- HISTORY	4		9		10	4			2		25	4	7		13	8
- MATH	2		6		6						14		5			
- MUSIC	4		3	1	6	1	1	1	1		15	3	5	1	8	3
- PHILOSOPHY	3		1				2		1		7		2	1		
- PHYSICS	2		1		4						7		3			
POLITICAL SCI.	4		3		5	4					12	4	5	1	17	6
- PSYCHOLOGY	4		2	1	4	1			2		12	2	5	1	3	5
SCI. AND MATH ED	2		2	2	1				3		8	2	2			
- SOCIOLOGY	1		5		7	2			1		14	2	5		43	17
- SPEECH	4		3	1	5	2			1		13	3	5	1	8	12
											238	57				
SCHOOL OF BUSINESS ADMINISTRATION AND ECONOMICS															187	8
ACCOUNTING	3		2		6				1		12		3			
ECONOMICS	3	1	2	1	9	1			3		17	3	5		13	
FINANCE	1		1	1	3						5	1	1			
MANAGEMENT	3		4		7	1			2		16	1	5			
MARKETING	3			1	1				3	1	7	2	3			
QUANTITATIVE METHODS	3				3				2		8					
											65	7				

TABLE 2
CONTINUED

1959-1969

	FULL		ASSOC.		ASST.		INSTRUCT.		LECTURES		TOTAL		TENURED		GRAD DEGREES ISSUED	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
SCHOOL OF EDUCATION																
– EDUCATION	14	6	12	6	11	2		1	11	1	48	16	9	7	110	67
PHYSICAL ED	3		2	3	4	2	2			1	11	6	4	1		
											59	22				
SCHOOL OF ENGINEERING	4		1		5						10		2		29	0
	94	10	86	29	141	27	11	8	40	12	372	86	120	21	373	256

CONDITIONS AFFECTING WOMEN'S DECISION TO ATTEND GRADUATE SCHOOL



SOURCE: Special Report on Women and Graduate Study, U.S. Department of Health, Education and Welfare, June 1968.

PART II: What Must the State Colleges Do to End Discrimination against Women?

A. Why must you end discrimination?

Before dealing with the "what," perhaps some time should be spent talking about why it is necessary to put an end to patterns which discriminate against women in the state colleges. Women, of course, understand that the moral issue involved is reason enough to end discrimination.

But often, men are not so easily persuaded. For example, during the course of the research for this report, Dean Ralph Bigelow, associate dean of students and director of admissions and records at California State College at Fullerton, commented to one of the researchers that the fact that there are more men college teachers than women college teachers "isn't a problem" because there are more men than women in <u>most</u> professions.

It is not uncommon for men to exhibit such a total lack of understanding of the problem at the moral level, and since men are in power, that is, at the decision-making levels of the state college system, it's necessary to supply another reason for ending discrimination against women.

There is such a reason, and it is simply that continued discrimination against women will be bad business practice. It will cost the state colleges millions of dollars in federal

funds allocated to the colleges as contractors with the federal government.

The President's Executive Order 11246, as amended by Executive Order 11375, specifically forbids sex discrimination by federal contractors. Contractors violating the clause will have funds cut off or held up until they bring themselves into compliance with the executive orders.

Harvard University is feeling the sting of those orders now. A complaint filed by the Harvard Chapter of the National Organization for Women sparked a compliance review by the government, and the government is withholding $3 million in contracts either until Harvard can prove it does not discriminate against women, or until it brings itself into compliance with federal guidelines for ending such discrimination. (Note that once a complaint is filed, the burden is on the contractor to prove a lack of discriminateio.) You gentlemen asked us for a report, and we are complying. Now it is your turn. If you have not begun to deal with the problem of discrimination against women in the state college system by the time classes resume in September, our next move will be to follow the lead of the Harvard Chapter of NOW; that is, we will file a complaint with the government.

B. What must you do?

The executive orders are administered by the OFCC. (The

Department of Health, Education and Welfare has been designated as the compliance agency to obtain compliance with the Executive Orders by colleges and universities with federal contracts.)

Under the Labor Department's own guidelines, federal contractors with 50 or more employees and a contract of $50,000 or more, must develop a written plan of affirmative action to prevent discrimination based on sex. According to the Federal Register (Vol. 35, No. 25, Thurs. Feb. 5, 1970) an affirmative action program is "a set of <u>specific</u> and <u>result-oriented</u> procedures to which a contractor commits himself to apply every good faith effort. The objective is equal employment opportunity."

An acceptable affirmative action program must include an analysis of problems and an evaluation of opportunities for the use of minority (women are considered a minority) employees.

Specifically, an analysis of all major job categories at the facility with explanation if minorities are currently being underutilized in any one or more job categories (job "category" meaning one or a group of jobs having similar content, wage rates and opportunities. "Underutilization" is defined as having fewer minorities in a particular job category than would reasonably be expected by their availability.

An acceptable affirmative action program must include an analysis of all major job categories, with identification of problem areas by organizational units and job categories. On a very small scale, we have made a beginning at this aspect of the program with Part I of this report. We leave it to you to make a thorough study.

In addition, an affirmative action program must include timetables for correcting existing discrimination. We will be as interested as the federal government to see this aspect of your program.

Specifically, may we suggest these goals be included in your program:

1) An end to discriminatory practices against the hiring of women and a beginning of an active recruitment program aimed specifically at women teachers and classified personell. (We note that the minority recruiting program at Fullerton ignores the existence of women as a separate minority group.)

Unwritten quotas--departments which maintain an unwritten quota on the number or percentage of women it hires must be ordered to discontinue this practice. The existence of such quotas is difficult to prove, but it is easy to infer from employment figures.

Nepotism--the nepotism rule was instituted against the hiring of wives and remains to penalize women. Since it is culturally acceptable for husbands to put their careers

first, but not for wives no matter how qualified, any forced choice between which partner is to work finds the advantage almost entirely with the husband.

No-inbred-hiring--This widespread policy, by which a department or university refuses to employ any person who holds a degree from that university also also works against women, particularly women who wish to take their training after marrying faculty men who are already established.

Part-time appointments--The absence of part-time positions works a hardship on those women who choose to have children and wish to continue working and to keep pace with developements in their fields of study.

Tenure--The statistics show discrimination in this area.

2) Promotion of women faculty members, appointments to faculty committees, compensation, and benefits on an equal basis with men.

3) Hiring and advancement of non-certificated women on an equal basis with men.

4) Solve the problems in other areas in which women are discriminated against:

a) Admission to graduate schools

b) Stereotyped counselling of women students

c) Perpetuation of stereotypes through curricula and textbooks. (A Woman's Studies Program would increase the awareness of faculty and

students of women's humanity.)

d) Establishment of day care centers for children of students and faculty without resorting to volunteer women's labor. Centers should be staffed by both men and women.

e) Establishment of a program which would adequately meet women's medical needs at the existing Health Center.

Respectfully submitted June 29, 1970,

NOW - The National Organization for Women

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